

U.S. Department of Education
2012 National Blue Ribbon Schools Program
A Public School - 12WV1

School Type (Public Schools): ☐ Charter ☐ Title 1 ☐ Magnet ☐ Choice
(Check all that apply, if any)

Name of Principal: Mrs. Karen F. Price

Official School Name: Kenna Elementary School

School Mailing Address: 198 Eureka Road
Charleston, WV 25314-2124

County: Kanawha State School Code Number*: 039237

Telephone: (304) 348-6104 E-mail: kprice@access.k12.wv.us

Fax: (304) 348-6107 Web site/URL: http://www.edline.net/pages/Kenna_School

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge all information is accurate.

(Principal's Signature) Date _____

Name of Superintendent*: Dr. Ronald Duerring Superintendent e-mail: rduerring@kcs.kana.k12.wv.us

District Name: Kanawha District Phone: (304) 348-7770

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge it is accurate.

(Superintendent's Signature) Date _____

Name of School Board President/Chairperson: Mr. Pete Thaw

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge it is accurate.

(School Board President's/Chairperson's Signature) Date _____

**Non-Public Schools: If the information requested is not applicable, write N/A in the space.*

The original signed cover sheet only should be converted to a PDF file and emailed to Aba Kumi, Blue Ribbon Schools Project Manager (aba.kumi@ed.gov) or mailed by expedited mail or a courier mail service (such as Express Mail, FedEx or UPS) to Aba Kumi, Director, Blue Ribbon Schools Program, Office of Communications and Outreach, U.S. Department of Education, 400 Maryland Ave., SW, Room 5E103, Washington, DC 20202-8173.

PART I - ELIGIBILITY CERTIFICATION

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The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office for Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes one or more of grades K-12. (Schools on the same campus with one principal, even K-12 schools, must apply as an entire school.)
2. The school has made adequate yearly progress each year for the past two years and has not been identified by the state as "persistently dangerous" within the last two years.
3. To meet final eligibility, the school must meet the state's Adequate Yearly Progress (AYP) requirement in the 2011-2012 school year. AYP must be certified by the state and all appeals resolved at least two weeks before the awards ceremony for the school to receive the award.
4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum and a significant number of students in grades 7 and higher must take foreign language courses.
5. The school has been in existence for five full years, that is, from at least September 2006.
6. The nominated school has not received the Blue Ribbon Schools award in the past five years: 2007, 2008, 2009, 2010 or 2011.
7. The nominated school or district is not refusing OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
8. OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
9. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
10. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

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All data are the most recent year available.

DISTRICT

1. Number of schools in the district 46 Elementary schools (includes K-8)
(per district designation): 13 Middle/Junior high schools
8 High schools
0 K-12 schools
67 Total schools in district
2. District per-pupil expenditure: 10317

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located: Urban or large central city
4. Number of years the principal has been in her/his position at this school: 3
5. Number of students as of October 1, 2011 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total			# of Males	# of Females	Grade Total
PreK	0	0	0		6	0	0	0
K	18	10	28		7	0	0	0
1	17	11	28		8	0	0	0
2	11	10	21		9	0	0	0
3	18	9	27		10	0	0	0
4	17	11	28		11	0	0	0
5	13	16	29		12	0	0	0
Total in Applying School:								161

6. Racial/ethnic composition of the school: 0 % American Indian or Alaska Native
4 % Asian
13 % Black or African American
0 % Hispanic or Latino
0 % Native Hawaiian or Other Pacific Islander
83 % White
0 % Two or more races
100 % Total

Only the seven standard categories should be used in reporting the racial/ethnic composition of your school. The final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.

7. Student turnover, or mobility rate, during the 2010-2011 school year: 9%

This rate is calculated using the grid below. The answer to (6) is the mobility rate.

(1)	Number of students who transferred to the school after October 1, 2010 until the end of the school year.	6
(2)	Number of students who transferred from the school after October 1, 2010 until the end of the school year.	9
(3)	Total of all transferred students [sum of rows (1) and (2)].	15
(4)	Total number of students in the school as of October 1, 2010	161
(5)	Total transferred students in row (3) divided by total students in row (4).	0.09
(6)	Amount in row (5) multiplied by 100.	9

8. Percent of English Language Learners in the school: 2%

Total number of ELL students in the school: 4

Number of non-English languages represented: 6

Specify non-English languages:

Arabic, Aramiac, Chinese, Greek, Japanese, Urdu

9. Percent of students eligible for free/reduced-priced meals: 19%

Total number of students who qualify: 31

If this method does not produce an accurate estimate of the percentage of students from low-income families, or the school does not participate in the free and reduced-priced school meals program, supply an accurate estimate and explain how the school calculated this estimate.

10. Percent of students receiving special education services: 8%

Total number of students served: 13

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

<u>0</u> Autism	<u>0</u> Orthopedic Impairment
<u>0</u> Deafness	<u>0</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>0</u> Specific Learning Disability
<u>0</u> Emotional Disturbance	<u>13</u> Speech or Language Impairment
<u>0</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>0</u> Mental Retardation	<u>0</u> Visual Impairment Including Blindness
<u>0</u> Multiple Disabilities	<u>0</u> Developmentally Delayed

11. Indicate number of full-time and part-time staff members in each of the categories below:

	Number of Staff	
	<u>Full-Time</u>	<u>Part-Time</u>
Administrator(s)	<u>1</u>	<u>0</u>
Classroom teachers	<u>9</u>	<u>0</u>
Resource teachers/specialists (e.g., reading specialist, media specialist, art/music, PE teachers, etc.)	<u>1</u>	<u>5</u>
Paraprofessionals	<u>1</u>	<u>0</u>
Support staff (e.g., school secretaries, custodians, cafeteria aides, etc.)	<u>5</u>	<u>0</u>
Total number	<u>17</u>	<u>5</u>

12. Average school student-classroom teacher ratio, that is, the number of students in the school divided by the Full Time Equivalent of classroom teachers, e.g., 22:1: 18:1

13. Show daily student attendance rates. Only high schools need to supply yearly graduation rates.

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Daily student attendance	99%	98%	99%	99%	99%
High school graduation rate	%	%	%	%	%

14. **For schools ending in grade 12 (high schools):**

Show what the students who graduated in Spring 2011 are doing as of Fall 2011.

Graduating class size:	_____
Enrolled in a 4-year college or university	_____ %
Enrolled in a community college	_____ %
Enrolled in vocational training	_____ %
Found employment	_____ %
Military service	_____ %
Other	_____ %
Total	_____ 0%

15. Indicate whether your school has previously received a National Blue Ribbon Schools award:

☒ No

☐ Yes

If yes, what was the year of the award?

PART III - SUMMARY

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Kenna Elementary School is located in Kanawha County, Charleston, West Virginia. We are a small, suburban elementary school. Our student body of 161 students comprises many cultures as well as different socio-economic backgrounds from housing project to affluence. Each student is afforded every opportunity to be proficient in all curricular areas.

The Kenna family envisions that all students will be afforded the basic skills of mathematics, reading, speaking, thinking and listening. Students interact positively with others and utilize the skills necessary to promote cooperation, leadership, and responsibility. A supportive staff, parents and community sustain an atmosphere for the attainment of these skills so that each student's learning potential is maximized. We believe that our primary purpose is to prepare our students to contribute and participate in the challenging, technologically changing world of the 21st century.

Kenna Elementary has consistently maintained excellent academic performance from its inception in 1969. High expectations, achievement recognition, and a rigorous curriculum at all grade levels have focused on the importance of learning and gaining intrinsic rewards. Strong leadership, parental involvement, outstanding staff, and exceptionally motivated students have played an integral role in the continued success of our school.

With a continued vision on the future, our staff consistently administers challenging learning experiences within a nurturing, yet structured environment.

Extraordinary community involvement and parental support are the backbone of an efficient and meticulous learning environment for the children of Kenna. The Charleston Marriott, our CASE (Community Alliances to Support Education) partner, supports our school with additional extracurricular experiences and in-kind donations which enhance many of our academic endeavors.

Upon recognition as a West Virginia Exemplary School and West Virginia School of Excellence, Kenna Elementary continues its strong commitment to exemplary practices through a shared vision focusing on the development of the individual child. As we continue to pique curiosity through multiple venues in order to meet the learning needs of each child, we proudly say, "We are Kenna Elementary.....committed to excellence."

1. Assessment Results:

The WESTEST (West Virginia Education Standards Test) was developed by the West Virginia Department of Education and CTB McGraw Hill in 2003. The test is designed to measure student achievement of West Virginia Content Standards and Objectives in reading/language arts, math, social studies and science. The WESTEST is a criterion referenced test that is administered annually to all students in grades 3 – 11, unless the student qualifies for alternate assessment. The online writing assessment is administered before the WESTEST and its score is representative of 40% of the reading/language arts score. Levels of student achievement include the following:

- Distinguished: an exception/exemplary performance that goes beyond course or grade level standards
- Above Mastery: a competent/proficient performance that exceeds course or grade level standards
- Mastery: a solid academic performance that meets course or grade level standards
- Partial Mastery: a basic understanding performance but lacks a consistent application of course or grade level standards
- Novice: a performance that does not demonstrate fundamental knowledge/skills of course or grade level standards

The West Virginia Department of Education sets the minimum percentage of students that must be at or above mastery within each subtest to meet state standards. Kenna Elementary has met the state standards every year from 2007 – 2011. While meeting the state standards we have always maintained scores above the state and county averages.

During the 2008-2009 school year, the WESTEST was replaced with WESTEST2. The West Virginia Department of Education and CTB McGraw Hill developed the WESTEST2 using standards that aligned with the National Assessment of Educational Progress (NAEP) as well as with the West Virginia Content Standards and Objectives. The WESTEST2 is a more rigorous assessment which tests depth of knowledge rather than recall. Scores in most schools dropped with the administration of the WESTEST2.

Also with the change to the WESTEST2, the West Virginia Writing Assessment was replaced with an Online Writing Assessment. The scores from the five tested areas (organization, development, sentence structure, word choice/usage and mechanics) were included with each student's reading/language arts score. This change accounts for 40% of the total reading/language arts score.

Kenna's WESTEST2 data reflect that all students have declined in all areas tested as compared to the previous WESTEST data.

Reading scores are as follows:

- Third grade students show 83% mastery
- Fourth grade students show 90% mastery
- Fifth grade students show 78% mastery

Math scores are as follows:

- Third grade students show 84% mastery

- Fourth grade students show 80% mastery
- Fifth grade students show 81% mastery

All of our subgroups are very small, but they comprise the majority of our identified and targeted groups.

In the area of reading we address needs through our RTI (Response To Intervention) program. This is a three tiered intervention model that monitors and assesses all students within the school as follows:

- Tier I – all students receive high quality differentiated instruction and are assessed three times at equal intervals throughout the school year
- Tier II – students showing academic deficiencies are assessed and receive an additional 30 minutes of remedial instruction daily
- Tier III – students who continue to struggle receive an additional 30 minutes of more intensive remedial instruction daily

These services are provided by a reading interventionist who is assigned to our school for one half day and our full time librarian. Kenna Elementary does not have the services of a special education instructor.

In the area of math we address needs through the hiring of a part-time math interventionist. This position is funded by our PTO. Our math interventionist works with small groups of children at each grade level for 30 minutes two or three days a week. In addition to the math interventionist there is a 30 minute block of time provided in each classroom teacher's schedule to provide for differentiated math instruction.

Monitoring meetings are held with the staff to examine data and appropriately place students in these fluid groups. Every attempt is made to meet the needs of our struggling students.

2. Using Assessment Results:

In grades K-3 teachers use Dynamic Indicators of Basic Early Literacy Skills (DIBELS) as a diagnostic tool for determining reading success. Data derived from this assessment, in addition to teacher recommendation, help determine the students at these grade levels that need the services of our reading interventionist. In addition to our 90 minute core reading program (Tier I) the reading interventionist provides 30 minutes daily of small group instruction to identified students addressing their specific needs (Tier II). If needed, the reading interventionist supplies an additional 30 minutes to those students with significant deficiencies (Tier III).

Teachers in grades 3-5 use Acuity, an online benchmark test that is aligned with West Virginia Content Standards and Objectives. This benchmark test provides data in both reading/language arts and math. Teachers are able to use the data to determine strengths and weaknesses of individual students. Our librarian works with students in 4th and 5th grade that need help in reading/language arts instruction. She provides Tier II reading intervention for these identified students. These strengths and weaknesses are then used to group students for differentiated instruction during the 30 additional minutes that are scheduled daily for math. The math interventionist also works with identified students.

PearsonSuccessNet.com, available in kindergarten through fifth grades, is used as a baseline reading assessment and a weekly benchmark assessment. Teacher-designed tests, constructed responses, and computer generated tests accompanied with weekly reading stories are used to assess progress, differentiate and instruction, and make instructional adjustments.

The SMI (Scholastic Math Inventry) is administered to all students in grades 2-5 three times a year. This assessment assigns each student a Q-taxon measurement that aligns with grade placement. The

information derived from this assessment guides teachers in developing intervention groups and planning for differentiated instruction in math.

The adopted math curriculum that is used at Kenna is *Everyday Mathematics*. This research based program, developed through the University of Chicago School of Mathematics, enables children to learn mathematical concepts and become life-long mathematical thinkers. Students use games that accompany *Everyday Mathematics* as well as a web-based site called *EM Games*.

Teachers are continually adapting and adjusting curriculum and instruction to meet the needs of students.

3. Sharing Lessons Learned:

Sharing and celebrating success at Kenna is one of the ways that we continue to challenge ourselves. We take pride in our accomplishments but also strive to push ourselves further. Kenna Elementary and Kanawha County Schools have shared success in the following ways:

- Teachers from other schools and districts have visited to observe and work with successful teachers
- Students from West Virginia State University and the University of Charleston are regularly assigned to observe and work with successful teachers
- Student and teacher successes are shared during monthly PLC (Professional Learning Community) meetings
- Monthly school newsletter showcasing events and accomplishments
- Each teacher has his/her own website within the school's website posting educational links, events and accomplishments
- Principal and LSIC (Local School Improvement Council) members share successes with the district board of education members each fall
- A list is prepared annually and attached to our five year strategic plan that includes all accomplishments for the previous year
- School accomplishments and activities are shared
- First year teachers are assigned a mentor that works with them throughout the year
- Hallway bulletin boards are used to recognize student accomplishments
- A trophy case in the hallway houses school awards and recognitions
- Monitoring meetings are held to discuss student's needs and successes
- One teacher is an Activities to Integrate Math & Science (AIMS)
- One teacher presents nationally for Bureau of Education & Research (BER)
- One teacher is currently working with the West Virginia Department of Education on the next generation standards for the common core

4. Engaging Families and Communities:

Kenna Elementary is committed to engaging our families and community. There are many opportunities for parents to be an integral part of our school family:

- PTO membership
- LSIC (Local School Improvement Council) membership

- Guilds: office, beautification, baking, recycling, fundraising, and decorating
- Volunteer readers
- Homeroom helpers
- Read to Me Day
- Santa Shop
- SAT (Student Assistance Team)
- Outdoor Classroom
- Field Day
- Art Show
- Choral Performances (2 times per year)
- Book Fairs
- Accelerated Reader Celebrations
- Mile Run
- Field Day
- Fall Festival
- Veterans Day Assembly
- Career Day

We also have outreach programs to involve the community. The local Marriott hotel is our CASE (Community Alliances to Support Education) partner. In this endeavor they support us both monetarily and with donations of food and/or facilities. In turn our students are available to perform for guests or provide displays of art work and projects. Listed below are many of the other community projects that Kenna students and staff participate in:

- Buddy Walk (Down's Syndrome)
- Pennies for Patients (Leukemia and Lymphoma Society)
- Little Red Stocking Fund (Children's Home Society of West Virginia)
- Math-A-Thon
- Student performances in local theater
- Drives to support the local animal shelter
- Collection of containers for Manna Meal
- Food drive for the Salvation Army
- Trout in the Classroom (sponsored by Trout Unlimited)

1. Curriculum:

Kenna Elementary School teachers base classroom instruction on the West Virginia Twenty First Century Content Standards and Objectives and are transitioning to the implementation of the West Virginia Next Generation Content Standards and Objectives, based on the adopted Common Core State Standards and Objectives. The mission at Kenna Elementary School is “Committed to Excellence.” We strive to provide an environment that promotes acceptance, achievement, and self-worth. Our purpose is to prepare our students to contribute to, and successfully participate in a challenging, changing world. Our standards of excellence include responsible students, strong instructional leadership in our exemplary staff, involved and active parents, the use of integrated technology and a rigorous curriculum.

Classroom instruction focuses on the delivery of basic and higher level processing skills in kindergarten through fifth grade. Scaffolding developmentally appropriate lessons, instruction and activities ensure the success of all students in all aspects of the curriculum. Teachers are provided county adopted textbooks and materials aligned to the State Standards. Our school uses Scott Foresman *Reading Street* in grades K-5. This widely adopted series provides teachers with the opportunity to utilize leveled-readers, allowing for differentiated approaches to individual learning needs. Children are presented a variety of literature, both literary and informational, to explore and derive vicarious experiences from many genres and points of view.

We have embraced the move to standards based mathematics and implement *Everyday Mathematics* in all classrooms. This program empowers students to learn mathematical content in a rich and deep manner in order to become life-long mathematically minded thinkers. The problem solving strategies in this program allow for individual understanding, exploration and discovery. Collaborative learning is encouraged and fostered through multi-sensory approaches.

In addition to the county adopted curriculum, Kenna Elementary teachers also use research based methods and materials to enhance and support burgeoning learners and to meet the individual needs of all of our students. For example, we use Marzano based vocabulary strategies to develop academic vocabulary, Number Talks to enhance problem solving techniques and expose students to various strategies and develop grade appropriate number sense, and Accelerated Reader to encourage a wide variety of reading and comprehension.

Teachers in our school utilize hands on approaches to science through the use of inquiry based methods. In science our students are involved in hands on experiences, giving them real world connections to the scientific process.

Social Studies curriculum provides the opportunity for students to experience the world of geography, history, economy, and civic concepts on a personal level. Students at Kenna experience real life government through the student government program established at our school.

At our school, physical education is provided for students three days a week from our extraordinarily talented physical education instructor. Art and music are an important part of daily instruction at Kenna. Our students are given art instruction one day a week by a certified art teacher. Children are exposed to various media and technique and are presented a variety of art forms through this rich and exciting program. Our students are required to attend music two times a week with a certified music teacher; and in fourth and fifth grade can elect to participate in a strings program sponsored by the West Virginia Symphony and/or chorus.

Our classroom schedules are arranged to allow maximum use of instructional time. Teachers can adapt their learning blocks for direct, small group, and individual instruction.

2. Reading/English:

The reading program at Kenna Elementary is based on the five essential components of reading: phonemic awareness, phonics, fluency, vocabulary and comprehension. Using this base model our school uses Scott Foresman *Reading Street*. This program is based on the book *Classroom Instruction That Works: Researched Based Strategies for Increased Student Achievement* by Robert Marzano. The nine instructional strategies are used to improve student achievement across all content areas and all grade levels. In conjunction with this program, our school uses Saxon Phonics in kindergarten through third grade and Intensive Phonemic Awareness Program (IPAP) in kindergarten through first grade. Our Tiered Instruction Model is based on Support for Personalized Learning, (SPL, formerly known as RTI, Response to Intervention) our school uses DIBELS (Dynamic Indicators of Basic Early Literacy Skills) and STAR (The Standardized Test for the Assessment of Reading) to place students in skill-specific groupings. Kenna Elementary supports a reading interventionist who provides Tier 2 and Tier 3 reading instruction for identified readers in kindergarten through third grade. Our school librarian provides additional instruction for struggling readers in grades four and five. Tier 1 instruction is a whole group program taught by the regular classroom teacher. Explicit classroom routines such as “Daily Fix-Its,” Writing Workshops, and Spelling and Phonics instruction teach core material specific to the *Reading Street Program*. Teachers administer weekly assessments in reading/language arts through Pearson Success Net. Data derived from these assessments drive instruction from whole to small groups. These assessments also assist in identifying students who need additional support from the reading interventionist. It is important to our faculty to have a wide variety of literature for our students, both informational and literary texts, with direct connections to science and social studies. This program meets most of our criteria. We focus staff development on more specific reading skills we feel this program does not address. Multiple vocabulary strategies are used by our instructors. Both linguistic and non-linguistic representations are the key to the dynamic success of the vocabulary instruction model. Kenna Elementary teachers incorporate the 6 + 1 Traits of writing in our reading/language arts instruction. Our students are expected to read and write fluently across all areas of the curriculum.

3. Mathematics:

Kenna Elementary currently uses *Everyday Mathematics* published by McGraw Hill Wright Group. *Everyday Mathematics* is a researched based mathematics program carefully crafted by the University of Chicago School Mathematics Project. This program presents mathematical concepts in a fashion which, over time, allows students to develop a deep understanding of concepts and skills based on the NCTM (National Council of Teachers of Mathematics) process and content standards. This spiraling curriculum presents concrete modeling as a pathway to abstract understanding. Through extensive staff development, our teachers have embraced the balanced approach to the real world application of mathematics. Through collaborative and small-group activities, our students have developed a strong sense of number value and use. We support this learning with the use of games in the classroom and online (via EMGames.com) to provide additional practice to the concepts being developed during the mathematics time block. This unique program supports student learning and parent understanding through Home Links, the student/home connection component of the program, and the Student Reference Book. Teachers are provided many opportunities for student assessment through daily monitoring of student acquisition of facts, assessment pieces: both performance and written. These summative and formative assessment pieces give our teachers a well-rounded view of student performance and acquisition of skills. In addition to the adopted program, our teachers use Number Talks, a researched based program developed by Math Solutions, to enhance the learning of computation skills and strategies. These short, everyday lessons provide our students time to talk through their understanding of how numbers work together, and give them opportunities to share in an informal classroom setting the multiple strategies used to work with numbers in a non-threatening and friendly environment. The use of Activities to Integrate Math and Science (AIMS) is another way our teachers enhance our curriculum by

providing real-world situations to explore and solve. The gathering of data and its subsequent analysis is a strong component of this program and allows our students to explore science and mathematics using a higher depth of knowledge.

4. Additional Curriculum Area:

Kenna Elementary is fortunate to have a gifted Physical Education teacher who works closely with the classroom teachers in developing lessons that correlate with classroom goals and objectives. She has been actively involved in implementing SMART (Significant Measurable Attainable and Reasonable) Goals with the regular classroom teachers and extending those goals to the physical fitness curriculum. One of the SMART Goals established through data analysis of our statewide test scores was a need for improvement in the area of mathematics, specifically geometry. The results indicated a need for reinforcement in the area of transformations (flips, slides and turns.) Our physical education teacher helped reinforce this SMART Goal by emphasizing body movement, for example fourth grade students learned The Electric Slide, a popular line dance. First grade students manipulated hula hoops and demonstrated how to slide, flip and turn with their bodies. This connection with the classroom teachers and their classroom goals demonstrates an overall approach to the whole child; an essential element to the success of our school.

Our physical education teacher emphasizes the wellness of the whole child and staff. Working with the school system's health care provider, she has organized health screening days for all staff, which include monitoring weight, blood pressure, cholesterol, and physical fitness. She has our students participating in national and regional physical fitness activities, including the Presidential Physical Fitness Curricula, Jump for Heart, Field Day, Walk Across America, to name just a few. Students are engaged in daily fitness activities that are fun and cognitively stimulating. She received a grant for our school to have a Wii and an X-Box 360 that allow students incorporate technology into daily fitness routines. The program is designed to help students acquire the necessary skills to make healthy choices in regard to nutrition and exercise and to continue healthy activities throughout their lives. The students experience developmentally appropriate activities that build confidence and self-esteem, instilling a desire to maintain a healthy lifestyle. Her outgoing personality and limitless creativity and energy make her class a student favorite.

5. Instructional Methods:

Positive learning environments are established by a dedicated staff, highly qualified teachers, and strong instructional leadership. Visitors often comment about the welcoming atmosphere they experience upon walking into our school. Kenna Elementary is a dynamic place where students are valued and teachers are respected. We have developed instructional strategies to meet a relatively wide span of academic abilities. Our faculty spends many of our staff development hours devoted to training teachers to teach to depth of knowledge, and work with students from multi-cultural backgrounds.

Our PTO supports our efforts to meet the needs of all the students at Kenna. Funding from this organization allows our school to hire two supplemental support positions: the school technology teacher and the math interventionist. Every child in our school receives instruction from the technology teacher twice a week, and identified students from the Tier 2 and 3 levels in mathematics are assisted in the mastery of concepts with the math interventionist. Teachers, in cooperation with parents and students, understand the importance of every child receiving an equal opportunity for success.

Our expert teachers understand the essential developmental needs of students at their particular grade level. Differentiated instruction addressing all cognitive processes is a key to student achievement. In addition to mastery of our content standards, we determine the individual needs of our students both academic and emotional. We approach learning by understanding the whole child and develop lessons based on this knowledge. For example, in the fifth grade, our teachers emphasize service to our school and greater community through our student government program.

The classroom environment at Kenna Elementary is one of security. Students experience a nurturing, non-threatening atmosphere from the moment they step off the bus until they depart in the afternoon. Each child is recognized for their individual abilities and levels of understanding. The challenge we present to one student is often presented in a uniquely individualized manner to another. We recognize different life experiences and academic challenges and strive to meet every child at their developmental and academic level.

6. Professional Development:

Kenna Elementary School's plan for professional development is part of a master plan devised from research and analysis. Kanawha County Schools has developed a plan of action for the county, the individual school, and subsequently the individual classroom. First, Kanawha County Schools identifies an area of need and develops a broad, overarching goal to guide schools in determining their focus. At the school level, individual schools work together in Professional Learning Communities (PLCs) to create SMART Goals. The goals established by the PLC groups are derived from disaggregated data, analyzed and prioritized by need, and become the target for classroom instruction. Teachers work together to find appropriate professional development to enhance classroom instruction in the area of focus. During our PLC work sessions, teachers at Kenna work together and share classroom activities and learning strategies they have used to meet the SMART goal. Evidence of student work is shared and displayed for everyone to examine. Teachers feel free to discuss success and frustrations in this professional arena where student achievement is a priority, and the success of the whole school is the focus.

Teachers from our school are involved in local, state and national professional development. This exposure to a wide variety of methods and philosophies provides a catalyst for constant improvement and recognition that educational practices change as our students change. Teachers at our school strive to maintain a cutting edge understanding of successful implementation of technology and instructional methods in the classroom. Looking toward the implementation of the Next Generation Standards and Objectives as it is being gradually introduced to administrators and specific grade levels has given our school the opportunity to plan and develop professional development activities that will ease the transition and maintain our focus on student achievement. It is an exciting time in education, and the teachers at Kenna are embracing the change by focusing on the importance of individual student performance and teaching for the depth of understanding required in a constantly changing world.

7. School Leadership:

Kenna Elementary School has been a star in Kanawha County School's crown for years. The reason for this phenomenal success has been strong instructional leadership in conjunction with dynamic and caring principals. Partnering with parents, and the community, the teachers and principals of Kenna have been involved with students in a grassroots movement for exceptional quality and success in education. The overall goal of educators, parents, business partners, and community members has been to provide a safe, secure and challenging environment for students; excellence is expected at every level.

Our principal has approached this high level of expectation with glowing success. Every morning, she personally greets students as they walk through the doors of our school. She monitors all lunch periods, and addresses each individual on a personal level. Her knowledge of a student's overall learning style and behavioral patterns indicate an intimate understanding of child development, and the importance of appropriate expectations for children at each of their developmental levels. Therefore, her expectations of teachers mirror her own expectations for her position. Our principal has an extensive knowledge of state and county policy, and communicates this information in a consistent, professional manner. Her open door policy for teachers, parents, students and community members have created a safe and desirable atmosphere where confidentiality is valued and personal relationships are treasured. Recently, our principal has procured a grant from a local benefactor for classroom furniture. The desks at our school had been in use since the opening of the school in 1969. This year, through her initiative, every child at Kenna received a new desk. The excitement and pride of the students and teachers for this generous gift

has been immeasurable. She works closely with our Parent Teacher Organization and Local School Improvement Council to procure learning tools for our students. She is very aware of the increasing need to update technology in our school, and has secured funding for SMART board speakers for every classroom. We feel blessed to have such an inspired leader, and her dedication to her position reflects in the teacher's dedication to their students.

PART VII - ASSESSMENT RESULTS

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 3 Test: WESTEST2/WESTEST

Edition/Publication Year: 2009-2011/2004-2008 Publisher: CTB McGraw Hill

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	May	May	May	May	May
SCHOOL SCORES					
Mastery/Above Mastery/Distinguished	84	77	80	94	87
Distinguished	40	19	20	27	11
Number of students tested	25	31	30	33	38
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Mastery/Above Mastery/Distinguished					
Distinguished					
Number of students tested	6	8	5	5	1
2. African American Students					
Mastery/Above Mastery/Distinguished					
Distinguished					
Number of students tested		4	1	4	2
3. Hispanic or Latino Students					
Mastery/Above Mastery/Distinguished					
Distinguished					
Number of students tested			1		
4. Special Education Students					
Mastery/Above Mastery/Distinguished					
Distinguished					
Number of students tested	2	3		2	5
5. English Language Learner Students					
Mastery/Above Mastery/Distinguished					
Distinguished					
Number of students tested	1	3	2	1	
6.					
Mastery/Above Mastery/Distinguished					
Distinguished					
Number of students tested					
NOTES:					

12WV1

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 3 Test: WESTEST2/WESTEST

Edition/Publication Year: 2008-2011/2004-2008 Publisher: CTB McGraw Hill

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	May	May	May	May	May
SCHOOL SCORES					
Mastery/Above Mastery/Distinguished	83	77	93	97	89
Distinguished	29	19	3	27	18
Number of students tested	24	31	30	33	38
Percent of total students tested	96	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Mastery/Above Mastery/Distinguished					
Distinguished					
Number of students tested	6	8	5	5	1
2. African American Students					
Mastery/Above Mastery/Distinguished					
Distinguished					
Number of students tested		4	1	4	2
3. Hispanic or Latino Students					
Mastery/Above Mastery/Distinguished					
Distinguished					
Number of students tested			1		
4. Special Education Students					
Mastery/Above Mastery/Distinguished					
Distinguished					
Number of students tested	2	3		2	5
5. English Language Learner Students					
Mastery/Above Mastery/Distinguished					
Distinguished					
Number of students tested	1	3	2	1	
6.					
Mastery/Above Mastery/Distinguished					
Distinguished					
Number of students tested					
NOTES:					

12WV1

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 4 Test: WESTEST2/WESTEST

Edition/Publication Year: 2008-2011/2004-2008 Publisher: CTB McGraw Hill

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	May	May	May	May	May
SCHOOL SCORES					
Mastery/Above Mastery/Distinguished	80	72	85	94	95
Distinguished	33	6	27	23	36
Number of students tested	30	32	33	35	22
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Mastery/Above Mastery/Distinguished					
Distinguished					
Number of students tested	7	6	6	1	5
2. African American Students					
Mastery/Above Mastery/Distinguished					
Distinguished					
Number of students tested	3	1	3		4
3. Hispanic or Latino Students					
Mastery/Above Mastery/Distinguished					
Distinguished					
Number of students tested		1			2
4. Special Education Students					
Mastery/Above Mastery/Distinguished					
Distinguished					
Number of students tested	1		1	3	2
5. English Language Learner Students					
Mastery/Above Mastery/Distinguished					
Distinguished					
Number of students tested	3	2			1
6.					
Mastery/Above Mastery/Distinguished					
Distinguished					
Number of students tested					
NOTES:					

12WV1

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 4 Test: WESTEST2/WESTEST

Edition/Publication Year: 2008-2011/2004-2008 Publisher: CTB McGraw Hill

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	May	May	May	May	May
SCHOOL SCORES					
Mastery/Above Mastery/Distinguished	90	78	85	94	95
Distinguished	37	16	6	9	23
Number of students tested	30	32	33	35	22
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Mastery/Above Mastery/Distinguished					
Distinguished					
Number of students tested	7	6	6	1	5
2. African American Students					
Mastery/Above Mastery/Distinguished					
Distinguished					
Number of students tested	3	1	3		4
3. Hispanic or Latino Students					
Mastery/Above Mastery/Distinguished					
Distinguished					
Number of students tested		1			
4. Special Education Students					
Mastery/Above Mastery/Distinguished					
Distinguished					
Number of students tested	1		1	3	2
5. English Language Learner Students					
Mastery/Above Mastery/Distinguished					
Distinguished					
Number of students tested	3	2			1
6.					
Mastery/Above Mastery/Distinguished					
Distinguished					
Number of students tested					
NOTES:					

12WV1

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 5 Test: WESTEST2/WESTEST

Edition/Publication Year: 2008-2011/2004-2008 Publisher: CTB McGraw Hill

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	May	May	May	May	May
SCHOOL SCORES					
Mastery/Above Mastery/Distinguished	81	78	100	100	89
Distinguished	38	19	21	35	28
Number of students tested	32	36	34	23	18
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Mastery/Above Mastery/Distinguished					
Distinguished					
Number of students tested	5	8	3	4	3
2. African American Students					
Mastery/Above Mastery/Distinguished					
Distinguished					
Number of students tested	1		1	4	1
3. Hispanic or Latino Students					
Mastery/Above Mastery/Distinguished	0				
Distinguished	0				
Number of students tested	1				
4. Special Education Students					
Mastery/Above Mastery/Distinguished					
Distinguished					
Number of students tested			1	1	2
5. English Language Learner Students					
Mastery/Above Mastery/Distinguished					
Distinguished					
Number of students tested					
6.					
Mastery/Above Mastery/Distinguished					
Distinguished					
Number of students tested					
NOTES:					

12WV1

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 5 Test: WESTEST2/WESTEST

Edition/Publication Year: 2008-2011/2004-2008 Publisher: CTB McGraw Hill

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	May	May	May	May	May
SCHOOL SCORES					
Mastery/Above Mastery/Distinguished	78	90	97	100	89
Distinguished	47	31	26	26	6
Number of students tested	32	36	34	23	18
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Mastery/Above Mastery/Distinguished					
Distinguished					
Number of students tested	5	8	3	4	3
2. African American Students					
Mastery/Above Mastery/Distinguished					
Distinguished					
Number of students tested	1	2	1	4	1
3. Hispanic or Latino Students					
Mastery/Above Mastery/Distinguished					
Distinguished					
Number of students tested	1				
4. Special Education Students					
Mastery/Above Mastery/Distinguished					
Distinguished					
Number of students tested			1	1	2
5. English Language Learner Students					
Mastery/Above Mastery/Distinguished					
Distinguished					
Number of students tested	2			1	
6.					
Mastery/Above Mastery/Distinguished					
Distinguished					
Number of students tested					
NOTES:					

12WV1

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics Grade: Weighted Average

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month					
SCHOOL SCORES					
Mastery/Above Mastery/Distinguished	81	75	88	95	89
Distinguished	36	14	22	27	21
Number of students tested	87	99	97	91	78
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Mastery/Above Mastery/Distinguished	55	54	64	90	
Distinguished	16	9	7	10	
Number of students tested	18	22	14	10	9
2. African American Students					
Mastery/Above Mastery/Distinguished					
Distinguished					
Number of students tested	4	5	5	8	7
3. Hispanic or Latino Students					
Mastery/Above Mastery/Distinguished					
Distinguished					
Number of students tested	1	1	1	0	2
4. Special Education Students					
Mastery/Above Mastery/Distinguished					
Distinguished					
Number of students tested	3	3	2	6	9
5. English Language Learner Students					
Mastery/Above Mastery/Distinguished					
Distinguished					
Number of students tested	4	5	2	1	1
6.					
Mastery/Above Mastery/Distinguished	0	0	0	0	0
Distinguished	0	0	0	0	0
Number of students tested	0	0	0	0	0
NOTES:					

12WV1

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: Weighted Average

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month					
SCHOOL SCORES					
Mastery/Above Mastery/Distinguished	83	82	91	96	90
Distinguished	38	22	12	19	16
Number of students tested	86	99	97	91	78
Percent of total students tested	98	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Mastery/Above Mastery/Distinguished	66	54	71	90	
Distinguished	16	4	7	20	
Number of students tested	18	22	14	10	9
2. African American Students					
Mastery/Above Mastery/Distinguished					
Distinguished					
Number of students tested	4	7	5	8	7
3. Hispanic or Latino Students					
Mastery/Above Mastery/Distinguished					
Distinguished					
Number of students tested	1	1	1	0	0
4. Special Education Students					
Mastery/Above Mastery/Distinguished					
Distinguished					
Number of students tested	3	3	2	6	9
5. English Language Learner Students					
Mastery/Above Mastery/Distinguished					
Distinguished					
Number of students tested	6	5	2	2	1
6.					
Mastery/Above Mastery/Distinguished	0	0	0	0	0
Distinguished	0	0	0	0	0
Number of students tested	0	0	0	0	0
NOTES:					

12WV1